

Primary 4 Meet-the-Parents Session

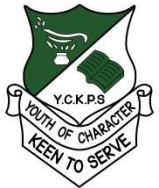
17 January 2020



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

Programme

1. Introduction
2. PSLE 2022
3. Subject-Based Banding
4. Observations
5. Level Programmes
6. School-Home Partnership



INTRODUCTION



Yio Chu Kang Primary School
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School Vision:

**Empowering Mind,
Engaging Heart,
Extending Hands**

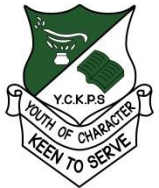
School Mission:

**To nurture confident
and self-directed learners
who are keen to serve**



Our Philosophy

***To recognise each child as an individual
and help him achieve his personal best***



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School Motto

**Youth of Character
Keen to Serve**



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School Values

Care

Respect

Responsibility

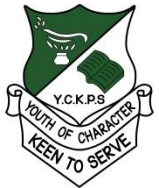
Integrity

Resilience

Excellence



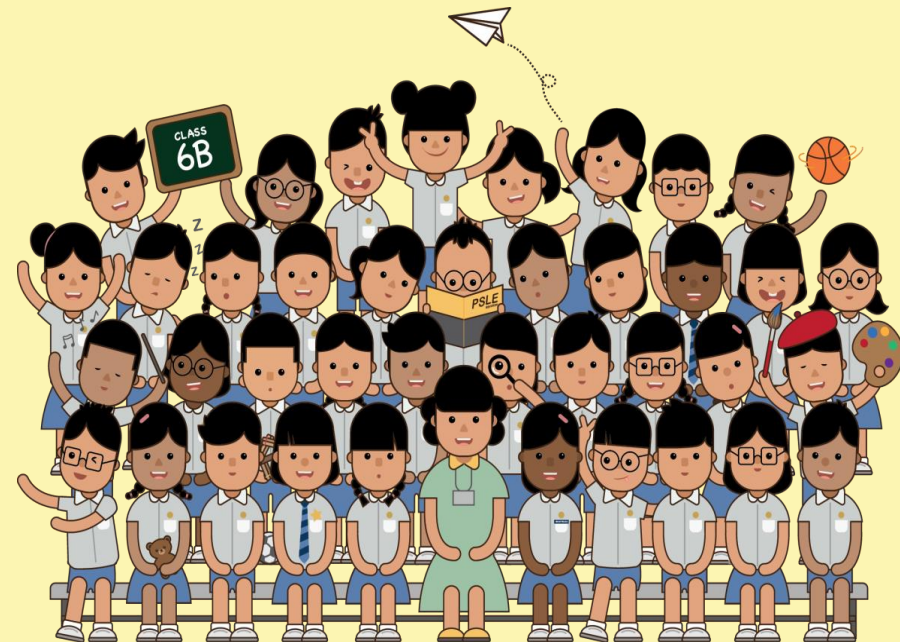
PSLE 2022



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UPDATES ON PSLE SCORING & S1 POSTING FROM 2021

IT'S PART OF A BIGGER STORY



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© MINISTRY OF EDUCATION, COMMUNICATION AND ENGAGEMENT
GROUP, 2019

OVERVIEW

All students

- How PSLE Scoring Works
- How S1 Posting Works
- Presentation of results in Achievement Levels
- Subject-based Banding (Primary Schools)
 - Scoring for Foundation Subjects

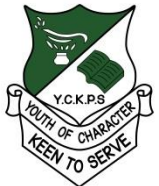


Students taking HMTL

- Eligibility for Higher Mother Tongue Language (HMTL) in Secondary Schools
- Use of Higher Chinese Language (HCL) for Admission to SAP Schools

MTL-exempt, AsL or FL students

- Scoring for Mother Tongue Language (MTL)-exempt students and students studying an Asian Language/ Foreign Language (AsL/FL) in lieu of an MTL

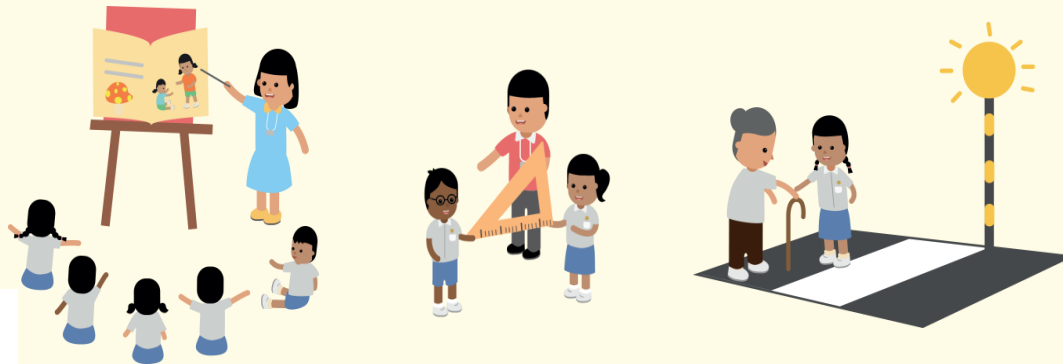


THE PSLE CHANGES ARE PART OF A BIGGER STORY

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done

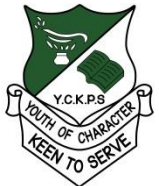
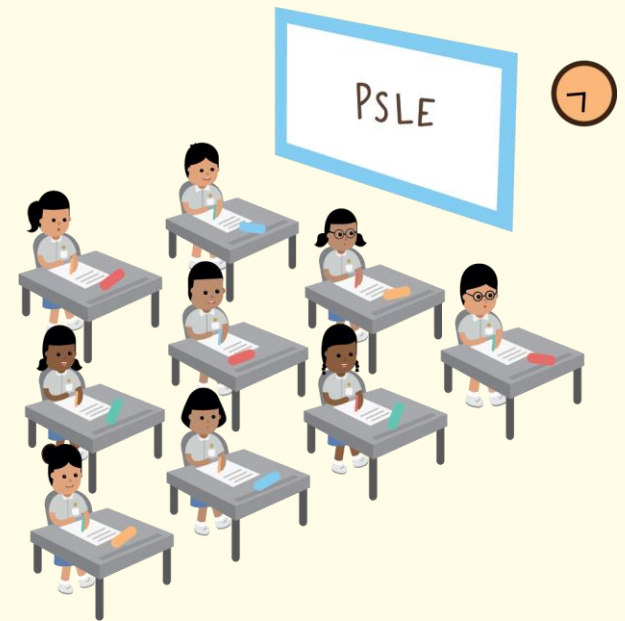


PSLE Microsite



THE PSLE REMAINS A USEFUL CHECKPOINT

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level



HOW PSLE SCORING WORKS



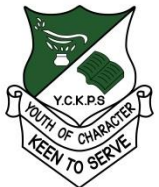
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FROM T-SCORE TO WIDER SCORING BANDS

Reflects a student's individual level of achievement

Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



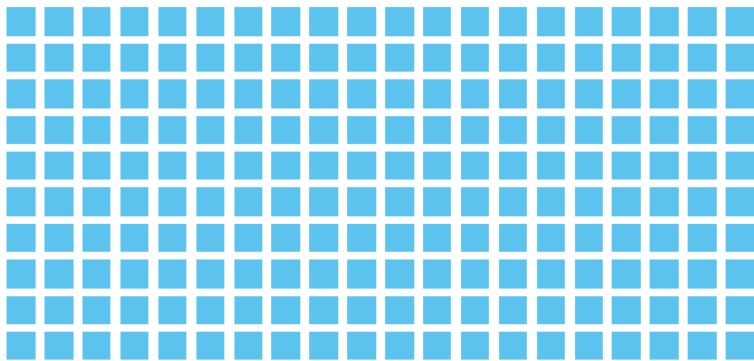
FROM T-SCORE TO WIDER SCORING BANDS

Reduces fine differentiation of students

Students with similar scores in each subject will be grouped into wider bands measured in Achievement Levels (ALs).

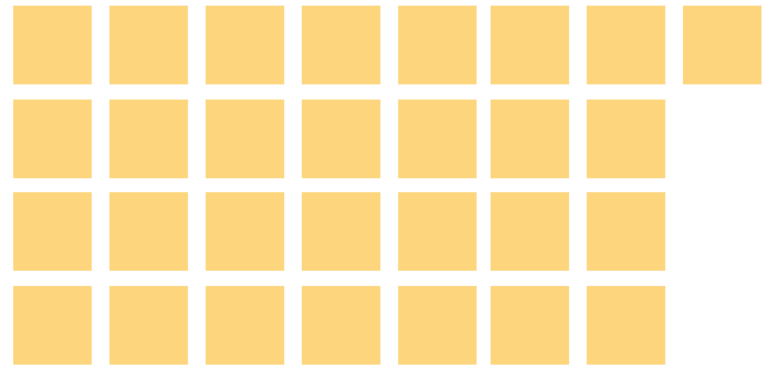
CURRENT SYSTEM

FROM MORE THAN **200** POSSIBLE
T-SCORE AGGREGATES...



NEW SYSTEM

...TO **29** POSSIBLE
PSLE SCORES



Students' scores are differentiated finely. Students can have a T-score aggregate of less than 80 to more than 280, which gives **more than 200 possible different T-score aggregates.**

Students will be placed in fewer groups of PSLE Scores. Students' PSLE scores (the sum of the AL for each subject) will range from 4 to 32, which gives **29 possible different scores.**



FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best.
- Students will be placed in secondary school courses based on their PSLE score – Express, Normal (Academic) or Normal (Technical).



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2
<hr/>	
PSLE SCORE: 8	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL and MA





WHY ARE THE AL BANDS NOT EVEN?

AL bands and mark ranges are set based on the **learning objectives of the curriculum, and mirror the way we learn:**

- When we learn something new, after some initial practice, we often find ourselves improving significantly.
- But as we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know **how ready students are to access the curriculum at the next level.**

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



IN SUMMARY...

WHAT REMAINS

- Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey
- Curriculum is continually updated. This is not related to the PSLE scoring and S1 posting changes.

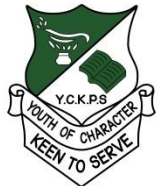
WHAT CHANGES

- The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.
- Students will be assessed based on their own achievement, instead of comparing them to their peers.



SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS



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SCORING FOR FOUNDATION LEVEL SUBJECTS



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FOUNDATION SUBJECTS GRADED IN 5 BANDS TODAY

- Under the current PSLE grading system, Foundation subjects are graded in 5 scoring bands from Grade 1 to U.

Current System	
Grade	Raw Mark Range
1	85 – 100
2	70 – 84
3	50 – 69
4	30 – 49
U	< 30



FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

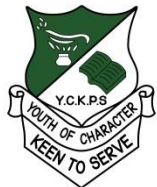
Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- Similar to the current PSLE scoring system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20



SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH AL3

FOUNDATION MOTHER TONGUE ALB

FOUNDATION MATHEMATICS ALB

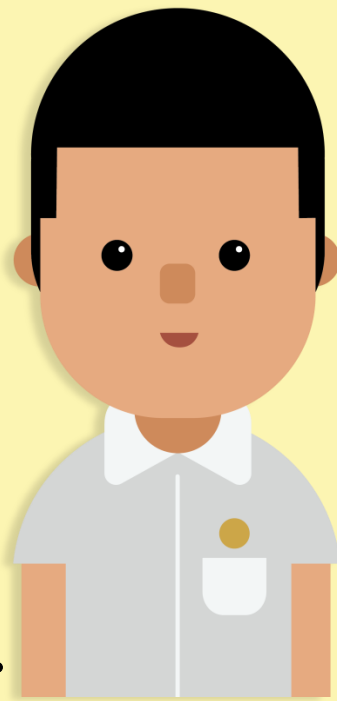
SCIENCE AL5

PSLE SCORE: 22

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL and MA



ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)



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ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of 8 or better

OR

(ii) PSLE Score of 9 to 14 inclusive; and attain

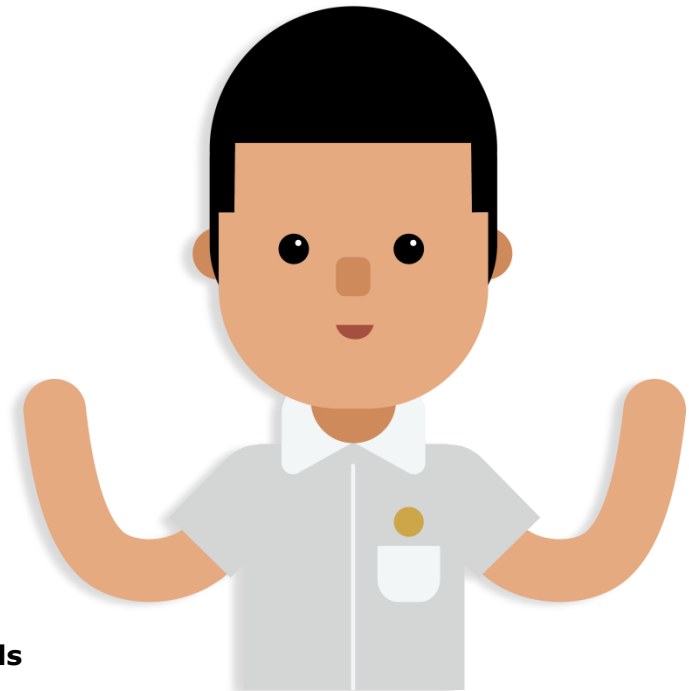
- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.



USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

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USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

New System

The HCL posting advantage for entry to SAP schools will continue







- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

Current System

Students' HCL grades give posting advantage for SAP schools

- Currently, for admission to SAP schools, students are awarded bonus T-score points based on their HCL grade:
3 points for Distinction
2 points for Merit
1 point for Pass



1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION



In summary...

FAMILIARISING STUDENTS AND PARENTS WITH THE NEW SYSTEM AND GUIDING THEM IN MAKING SUBJECT CHOICES

2019

Primary 4

Scoring for Foundation level subjects – to guide students and parents on whether to take Foundation level subjects at PSLE

2020

Primary 5

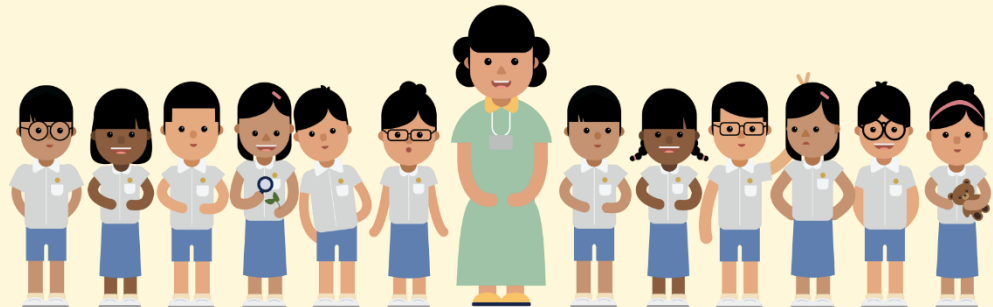
School Results in Achievement Levels (ALs) – to familiarise students and parents to the new system

2021

Primary 6

Release of Indicative AL COPs – to guide students and parents in making school choices

Eligibility for Secondary School HMTL – to guide students and parents on whether to take HMTL at PSLE



SUBJECT-BASED BANDING



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What Subject-Based Banding Means For Your Child

- **Every child will be encouraged to do the subjects at the levels that best meet his/her abilities**
- **Started in 2008 with the P5 cohort**
- **Removal of streams in Primary 5 and 6**

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Why Introduce Subject-Based Banding?

- **To provide more flexibility to students with strengths and abilities that vary across subjects**
- **To encourage greater interaction among students with different strengths**

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How does Subject-Based Banding Work?

At P4

**School recommends a subject combination based on P4 examination results.
Parents select preferred combination.**



At P5

Student takes subject combination chosen by parents.



How does Subject-Based Banding Work?

At P4

School recommends a subject combination based on P4 examination results.

Parents select preferred combination.

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If your child at the end of P4

Your child will be recommended to take

Passes all 4 subjects and performs very well in Mother Tongue Languages

4 standard subjects
+
Higher Mother Tongue Language



How does Subject-Based Banding Work?

At P4

School recommends a subject combination based on P4 examination results.

Parents select preferred combination.

If your child at the end of P4

Your child will be recommended to take

Passes all 4 subjects

4 standard subjects



How does Subject-Based Banding Work?

At P4

School recommends a subject combination based on P4 examination results.

Parents select preferred combination.

If your child at the end of P4

Your child will be recommended to take

Passes 3 subjects

4 standard subjects



How does Subject-Based Banding Work?

At P4

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

If your child at the end of P4	Your child will be recommended to take
Passes 2 subjects or less	<ul style="list-style-type: none">• 3 standard subjects + 1 other foundation subject;or
	<ul style="list-style-type: none">• 2 standard subjects + 2 other foundation subjects;
	<ul style="list-style-type: none">• 4 foundation subjects

P4 MT Progression to HMT

P5 MT

- Oral, Listening & Reading Comprehension skills
- Composition
- Language Use & Comprehension

P5 HMT

- Composition
- Written Comprehension paper

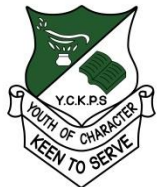
**HMT pupils sit for 2 subjects
Assessment papers – MT & HMT**



Differences between HMT and MT subjects

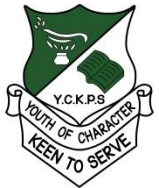
Does taking HMT help my child perform better in MT examinations?

- MT & HMT are 2 separate subjects
 - Demands are different
 - HMT focuses on competency in writing skills
 - Examination formats are totally different
 - Example:
 - P5 MT Composition – Choice of picture composition and topic
 - P5 HMT Composition – Choice of topic & continuous writing



Other Considerations for taking HCL/HML

- Stretching the students is important, but must not cause distress to students
- Priority is still on regular curriculum
- Other commitments are to be considered
- Holistic education and overall well-being of the student must not be compromised



How does Subject-Based Banding Work?

End of P5

Student takes a subject combination
determined by the school

Students who do very well

Upgrade or continue with the same subject
combination



How does Subject-Based Banding Work?

End of P5

Student takes a subject combination
determined by the school

Students who do not meet expectations

Switch some subjects to foundation level



How does Subject-Based Banding Work?

End of P5

Student takes a subject combination
determined by the school



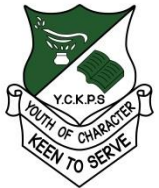
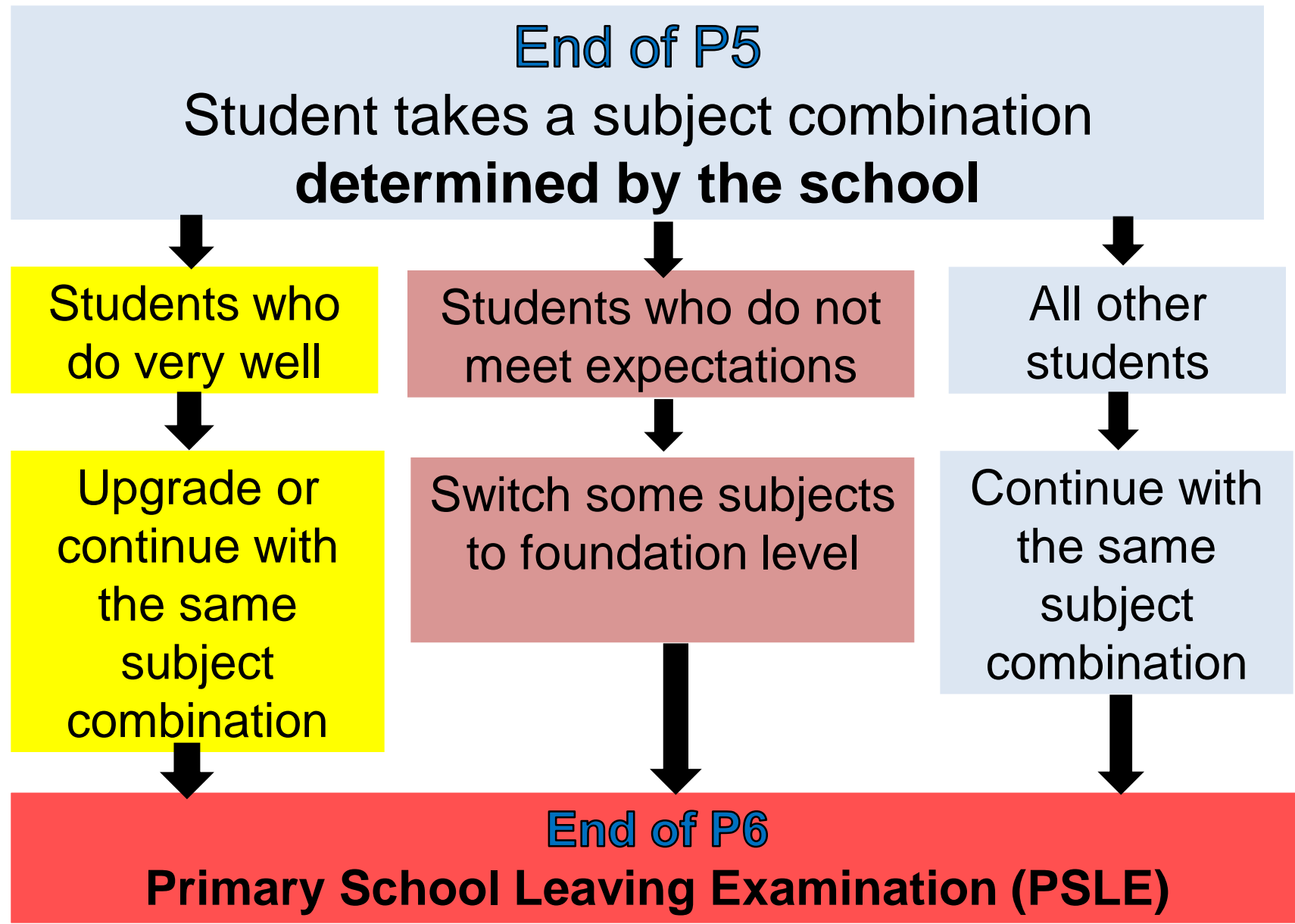
All other students



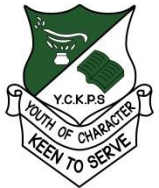
Continue with the same subject
combination



How does Subject-Based Banding Work?



SOME OBSERVATIONS



- Reporting time



- Attendance



Every School Day Counts



School Attire

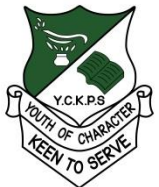


- **Nametag** is sewn on all shirts, blouses and PE shirts.
- Shirt, blouse or PE shirt must be **tucked in** at all times.
- **White shoes** and **white socks** that cover the ankles.
- For girls, skirt must be knee-length.



Snack Time

- There will be a snack time at **11.50 a.m.**
- Providing this meal break would ensure that students are not too hungry between recess at 9.30 a.m. and lunch after school dismissal.
- Students will be allowed to have their snack in class during lesson time.
- Students should bring only healthy snacks for their snack time.



Acceptable items	Unacceptable items
<ul style="list-style-type: none"> • Biscuits • Bun (e.g. red bean bun) • Bread • Sandwich • Cereal (small box) • Dried fruit • Energy bar (e.g. muesli or oats bar) • Slice of cake (without cream) • Fruit (e.g. apple or banana) • Raisins • Nuts • Cheese slice/stick • Carrot/Cucumber stick • Small packet of Milo/Milk 	<ul style="list-style-type: none"> • Fried Food • Rice, porridge and noodles • Sweets • Chocolate bar • Tidbits (e.g. Potato Chips)



Lunch on Days with Lessons or Programmes after 1.30 p.m.

- Students to have their meals in the canteen.
- Students should not be leaving the school grounds to buy lunch or drinks outside of school and then returning to school.
- This ensures students' safety and punctuality for lessons or programmes.



Being Responsible for Own Belongings

- Encourage your child to be responsible for and take care of their own belongings.
- Do not leave valuables unattended or in the class during recess.
- Remember to bring all the needed items down for recess.



Use of Electronic Devices

- The School does not recommend students to bring mobile phones, tablets, smart watches, e-readers and other similar electronic devices into the school premises and on learning journeys.
- **The School will not be responsible for the loss, theft or damage of any electronic devices.**



Use of Electronic Devices

- The use of mobile phones and other electronic devices is **not allowed** in the school premises before, during and after curriculum hours **unless a teacher's permission is obtained**.
 - Recess
 - Lunch
 - Enrichment/ Supplementary/ Remedial classes
 - CCA
 - Any school-organised activities in the afternoon



Use of Electronic Devices

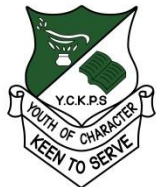
- The use of electronic devices to capture, store, display and/or transmit visual, audio or verbal information in the school premises is **not allowed** without the explicit consent of the school authority and persons involved.
- The use of personal mobile phones and other electronic devices is **not allowed** during learning journeys, other school activities or on to bus to and from school.



No Unauthorised
Photography or Filming



LEVEL PROGRAMMES



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Key Objectives

- Support Teaching & Learning process
- Develop values, 21st century skills and social-emotional learning (SEL)
- Provide authentic learning experiences
- Relate learning to real-world contexts and make sense of the learning



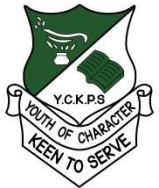
Learning Journeys for P4

- Code For Fun (Simple Coding)
- HDB Eco-Trail
- Traffic Games
- National Gallery of Singapore
- VIA to JiaYing Senior Activity Centre

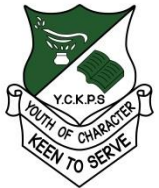


Meet-The-Parents

- Date : 29 May 2020 (Friday)
- Time: 8 a.m. to 3 p.m. (15 minutes per parent)
- More details will be provided closer to the date



HOME-SCHOOL PARTNERSHIP



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Working Together to Support your Child

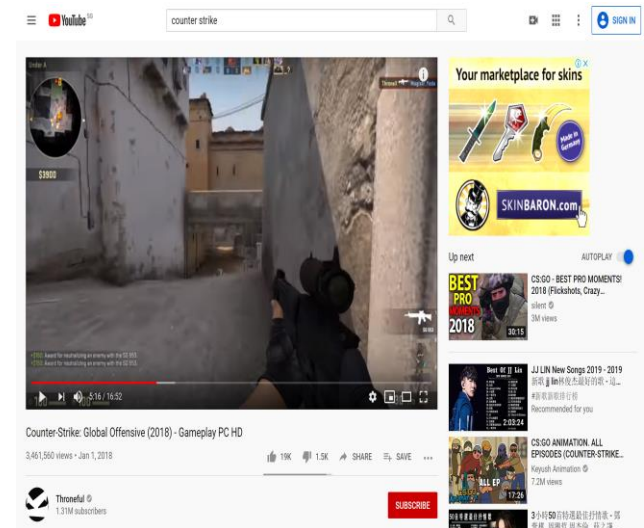
Guidelines for School-Home Partnership



Cyber Wellness for your Child

Does your child spend many hours on his/her mobile phone or on the computer?

What do they do on these devices?



Cyber Wellness Survey Results

Children use the mobile phone / computer for the following interests:

- Play video games
- Watch online videos
- Social media & mobile messaging



SO WHEN IS THE RIGHT TIME FOR CHILDREN TO OWN OR USE A MOBILE DEVICE?



Concerns

- Cyber Addiction: spending an unhealthy amount of time on the device, neglecting own health, studies and relationships with family & friends
- Online Strangers: people whom the children are unaware of
- Undesirable Online Content: come across content not suitable for their age



HOW DOES SCREEN TIME AFFECT YOUR CHILD?

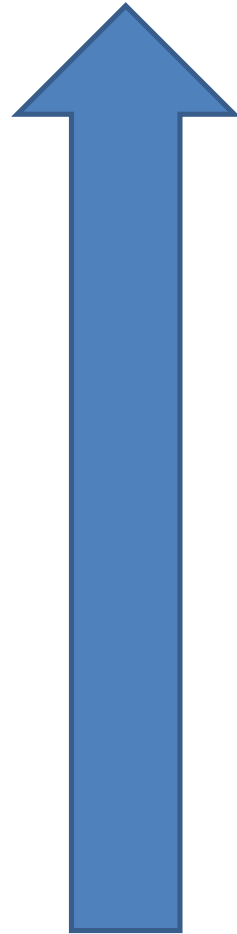
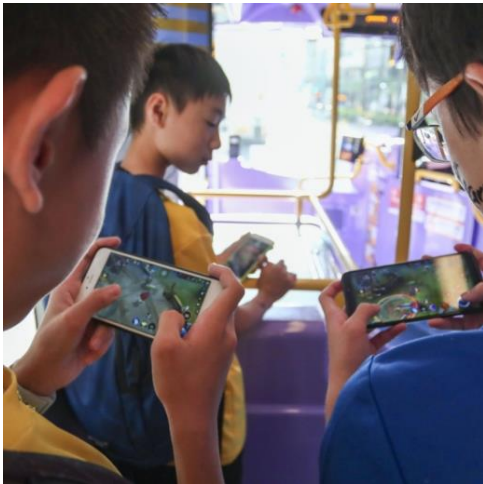
SCREEN TIME FOR DIFFERENT MEDIA CORRELATES WITH DIFFERENT RISKS



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Screen Time for Online Media <-> Risks

Screen Time



1. Exposure to violence
2. Internet addiction
3. Online aggression
4. Distracted easily



Symptoms of At-Risk or Addiction

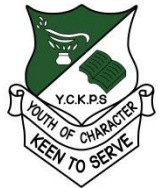
Adapted from

Choo, H., Gentile, D.A., Sim, T., Li, D., Khoo, A., & Liau, A.K. (2010). Pathological Video-Gaming Among Singaporean Youth. *Annals Of The Academy Of Medicine Singapore Vol 39, No, 11 Pp 822-829*

1. School **work suffered**
2. **Skipped sleeping, eating or bathing** to play more computer games / go online
3. Become **restless or irritable** when trying to cut or stop playing computer games / go online
4. **Lied** to family/friends about how much you played or went online
5. Need to spend more and **more time or money** online or on computer games to feel the **same amount of excitement**
6. **Spending less time** with friends and family?
7. **Thinking** about computer games and Internet more and more
8. **Stolen** money to buy virtual items
9. Felt that you **could not stop** play computer games or going online
10. Ever needed to **borrow money** to play games / do something online?

Parents mediation is useful for primary school students

WHAT CAN PARENTS DO?



Parental Mediation

- Access child's readiness – maturity of self-control
- Observe your child's online activity
 - What does he/she usually do online?
- Increase interaction time with your child by engaging in outdoor activities together
- Be a good role-model
- Set tech-free zones
- Refer to classroom presentation



Cyber Wellness Workshop For Parents

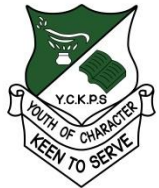
1. 29 May 2020 during Meet-the-Parents session
(11.30 a.m. to 12.30 p.m.)

Possible topics: Cyber bullying, Inappropriate content,
Manage time spent online, Stay safe online

2. Term 3, Friday (Targeted intervention workshop
for P6)



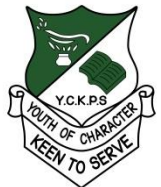
CLASSROOM SLIDES



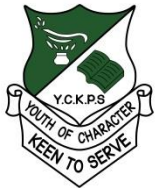
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Programme for Classroom Session

No	Topic	Duration
1	Introduction by Form Teachers	5 min
2	Sharing on the various subjects	25 min
3	Caring for the well-being of children	10min
4	Setting learning expectations of the children, and parents' communication with teachers / school	10min
5	AOB	5min



ENGLISH LANGUAGE



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STELLAR

Strategies for English Language Learning And Reading

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years.

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Broad Strategies:

- Shared Book Approach (SBA)
- Supported Reading (SR)
- KWL
- Modified Language Experience Approach (MLEA)
- Writing Process Cycle (WPC)



KEY FOCUS: READING

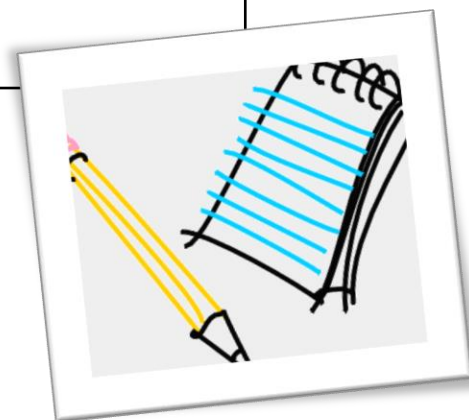
- Drop Everything And Read (DEAR) Programme.
- Morning Silent Reading & Silent Reading Periods.



P4 EL KEY WORK DELIVERABLES

Components	Item
STELLAR Learning Sheets C'mon Supplementary Worksheets	Dark Purple Ring Folder
Narrative Writing – Theme-based writing on 1-3 pictures	Writing File (light purple)
Spelling/Dictation	Exercise book/activity sheets
Oral & Listening Comprehension	Book

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Key Assessment Focus

Examination Components	SA1 & SA2 Key Assessment Focus
Paper 1: Continuous Writing (20 marks)	<ul style="list-style-type: none"> • Narrative: Writing based on the given <u>theme</u> and with <u>1, 2 or 3</u> of the random pictures provided. • Narrative to be <u>at least 120 words</u>. Interesting and coherent content/plot line with sound expression through descriptive vocabulary.
Paper 3: Listening Comprehension (14 marks)	<ul style="list-style-type: none"> • Listening for gist and detail in the following: • Picture Matching; Picture Sequencing; Listening for Info: Note-taking; Listening for Info: Passage – MCQ.
Paper 4: Oral Communication (20 marks)	<ul style="list-style-type: none"> • Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>. (10 marks) • Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture. (10 marks) <p>*The candidate is assessed on his/her ability to engage in a sustained conversation.</p>

Key Assessment Focus

Examination Components	Components
Paper 2: Language Use (50 marks)	Vocabulary: MCQ
	Grammar: MCQ
	Grammar Cloze (1): Fill-in-the-blank (personal pronouns) (60-70 words)
	Grammar Cloze (2): Fill-in-the-blank (subject verb agreement) (60-70 words)
	Transformation and Synthesis
	Editing for Spelling and Grammar
	Comprehension OE 1 (200-220 words)
	Comprehension OE 2 (220-300 words)



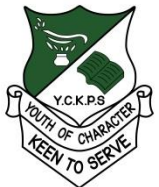
General Areas of Weakness

- Vocabulary
- Comprehension Open-ended (OE)
- Synthesis
- Continuous Writing
- Stimulus-based Conversation



TIPS FOR PARENTS: READING & SPEAKING

- Activate child's interest – Go to the library together. Show/give your child books about their special interests or hobbies. Allow your child to choose books to read and reread.
- Teach your child to select and read texts at his/her level: reading texts that are too difficult can be frustrating; texts that are too easy are not challenging.
- Set aside time for your child to read every day – at least 30 minutes a day.
- Read to and with your child or have your child read to you. Encourage your child to talk about books that he/she has just read (ie. story/characters etc.)
- Suggesting that your child give a different ending to the story read.



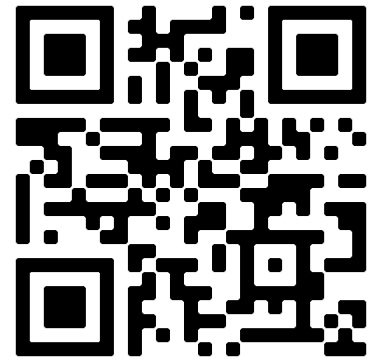
TIPS FOR PARENTS: READING & SPEAKING

- Provide ample English language reading materials at home. Introduce your child to a variety of texts (e.g. game instructions, recipes, comic books, catalogues, toy advertisements, magazines and newspapers etc.)
- Model the use of Standard English when communicating with him/ her. Do not attempt to correct their mistakes by repeating their mistakes. Model the right language instead.
- Read and write notes/messages in front of your child. Let them have ample writing opportunities as well.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities.

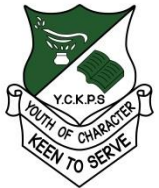


TIPS FOR PARENTS: WRITING

- Time management – With only 50 min in the examination to complete the writing, it is important to manage time well. Let your child go through **TIMED** practice at home.
- Encourage your child to jot down good vocabulary/phrases and apply them in their writing.
- Scan this QR code below to access tips to reinforce good writing with your child:



MATHEMATICS



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Primary 4 Mathematics Assessment

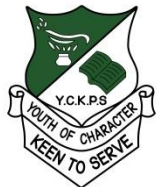
Assessment Type	Format and Rigor of assessment
SA1 (Term 2) & SA2 (Term 4)	<ul style="list-style-type: none">• Section A: 15 Multiple-choice (30 marks)• Section B: 15 Short-answer (30 marks)• Section C: 5 Long-answer (20 marks)• Duration: 1 h 45 min• Marks: 80



Pointers to note:

Important for Primary 4 students to:

- Be clear of all topics, in particular these:
- *Fractions*
- *Decimals*
- *Area & Perimeter*
- *3-steps word problems (for Whole numbers)*
- Understand what the ***word problem*** is testing and using the most appropriate method (*heuristics*).
- Fluent in addition, subtraction, multiplication and division of numbers .



Pointers to note:

Good for parent(s) to encourage your child to:

- Draw model in order to better understand the word problems.
- Revise and test multiplication tables regularly.
- Add, subtract, multiply and divide mentally well.



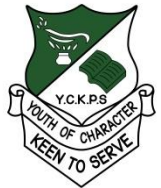
Primary 4 Mathematics Syllabus

Areas for parental support:

- Read and write numbers up to 100 000 in words and numerals.
- Multiply and divide using multiplication tables.
- Add and subtract decimals (up to 2 decimal places).
- Tell time to the seconds.
- Know the four cardinal directions: north, south, east and west.
- Encourage child to draw model to solve word problems.



SCIENCE



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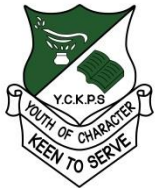
P4 Science Topics

Cycles

1. Life Cycles of Some Animals.
2. Life Cycles of Plants.
3. Matter.

Energy

4. Light and Shadows.
5. Heat and Temperature.



Science Skills and Processes

- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring
- Formulating hypothesis
- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Creative problem solving
- Decision-making
- Investigation



P4 Science Exam Format

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	28	56
B	Open-ended	12 to 13	44
Total Marks			100

The duration of the paper is 1 hour 30 minutes.



Tips for Parents

- *Spend time with child:*
 - use everyday situations for exploration and to stimulate curiosity.
 - bring child to places of interests for varied learning opportunities.
 - support child in doing scientific investigations.
- *Encourage child to read:*
 - magazines or non-fiction books related to Science to increase knowledge and improve communication skills.
- Challenging topics: Light and Shadows, Heat and Temperature.

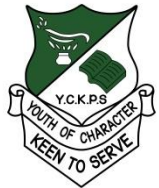


Tips for Students

- Learn spelling of key words.
- *Understand* key concepts.
- *Read* textbooks, workbooks, booklets/worksheets, and Science Journals.
- Improve answering techniques – *answers must be based on scientific concepts.*
- Take a more hands-on approach.
- Ask when in doubt.



MOTHER TONGUE LANGUAGES



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Approach

Mastery of 4 Macro Skills

Listening

Speaking

Reading

Writing

Language Use



Vocabulary

Grammar

**Reading
with
Understanding**



Primary 4 Assessment Components

SA Component	Weighting
<u>Listening</u> Listening Comprehension	10%
<u>Reading and Speaking</u> Oral (Reading Passage, Picture Description & Conversation)	30%
<u>Writing</u> Paper 1 – Composition	15%
<u>Reading and Language Use</u> Paper 2 (Vocab, Grammar, Comprehension)	45%



Primary School Mother Tongue Languages (MTL) Curriculum

Listening

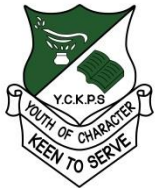
- Listening to instructions in Mother Tongue Language.
- Select the correct picture and response.
- Listening comprehension practices in their activity books.



Primary School Mother Tongue Languages (MTL) Curriculum

Speaking

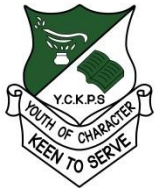
- Expressing their thoughts through conversation section in the MTL textbook.
- Conversation section in oral.



Primary School Mother Tongue Languages (MTL) Curriculum

Reading

- Able to read aloud and pronounce words, sentences.
- Read with good intonation.



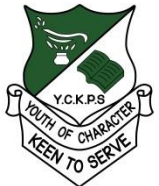
Primary School Mother Tongue Languages (MTL) Curriculum

Writing

- Learn to write a full composition based on a 4 pictures.

Language Use

- Building of Vocabulary, Grammar and comprehension skills.



Working in Partnership with Parents

- Encourage your child to share what they words/content learnt for the day with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.



CARING FOR THE WELL-BEING OF OUR CHILDREN



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Caring for well-being of our children

Breakfast

- Most important meal of the day for children with growing bodies and minds.
- Come early to school canteen for breakfast before 7.15am.



Caring for well-being of our children



Limit Use of Electronic Gadgets

- Excessive use of electronic gadgets is **addictive**.
- Regulate use (No. of hrs/time of the day/fulfilment of conditions) or **total withdrawal of usage**.
- Classified as mental illness - “Gaming Disorder” (WHO 2018) .



Caring for well-being of our children

Example: Limit use of Electronic Gadgets



Caring for well-being of our children

Excessive use of Electronic Gadgets:

Possible Effects:

1. Early onset or worsening of myopia.



2. “Text Neck” – Head, neck, shoulders strain (abnormal spinal development).



3. Lack of development of social skills or social withdrawal.



Caring for well-being of our children

Bonding Time with Children

- Research has shown that healthy parent-children relationships lead to adults who regulate emotions effectively, manage stress, be more capable of problem solving and have higher self-esteem.
- **We have a happy child in the end.**



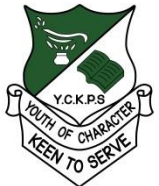
Useful Links

1. Changes to the PSLE scoring and S1 posting

<https://www.youtube.com/watch?v=XNhLvEkB90>

2. What you need to know about the new PSLE scoring system

<https://www.youtube.com/watch?v=vr-9ctEWnaA&feature=youtu.be>



Useful Links

3. Parents Gateway Onboarding Video for Parents

https://www.youtube.com/watch?v=29H_d-15H0s

4. MOE Parents Gateway

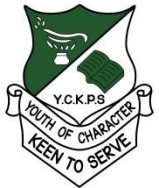
<https://www.youtube.com/watch?v=PCM5o8jAncc>



Useful Links

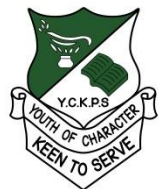
5. Cyber Wellness For Parents - First Phone

<https://www.youtube.com/watch?v=2reBGK-1zC4>





THANK YOU



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